DOCUMENT RESUME

ED 208 505 EA 014 045

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TITLE Description and Rationale for the Planning, Monitoring, and Implementation (PMI) Model: Description.
PUB DATE 15 Apr 81
NOTE 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). For related documents, see EA 014 043-046, and EA 014 059-060.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Decision Making; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; *Input Output Analysis; *Measurement Techniques; *Models; *Program Evaluation; Research Methodology
IDENTIFIERS *Planning Monitoring Implementation Model

ABSTRACT

The design of the Planning, Monitoring, and Implementation Model (PMI) and the aspects of the model that make it useful in public schools are the topics of this paper. After the objectives of a program or operation have been identified, the model specifies three additional pieces of information that are needed for an evaluation: inputs, processes, and outcomes. These aspects of a program can be further classified either as intended or observed, depending upon a given point in time. Several kinds of analyses are possible as a result of the data-gathering process. The first analysis, "monitoring," seeks to determine the degree to which intentions were actually realized by examining inputs, processes, and outcomes. Analysis of the monitoring data can result in agreement or discrepancy. The second analysis, "performance agreement," involves determining the degree to which observed inputs affected observed process, and observed process affected observed outcomes. The application of the model provides for both ongoing evaluation, which serves to improve the program (formative), and final evaluation of a program in order to determine its worth after it has been completed (summative). Decisions to revise, continue, or terminate a program can result from the systematic process of data collection and analysis that the model requires. (Author/MLP)

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DESCRIPTION AND RATIONALE FOR THE PLANNING, MONITORING, AND IMPLEMENTATION (PMI) MODEL: DESCRIPTION*

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The Description

In the segment of our meeting with you that I have been asked to lead, there are two things that I'll be attempting to accomplish: (1) to describe the design of the model, and (2) to highlight those aspects of the model that make it a desirable one in the public school setting. The model as adapted is shown in Appendix A. One basic element required in the model is an objective. As you are aware, objectives serve to direct the program or operation that is being evaluated. A specific objective, together with other objectives, can relate to a broader goal which has been identified. Once the objectives of a program or operation have been identified, the model specifies three additional pieces of evaluation information that are needed for an evaluation. These three pieces of evaluation information are inputs, processes, and outcomes.

"Inputs" refers to conditions or resources existing prior to the implementation of the program. Examples include budget allocations, persons served, number of persons in a program or curriculum procedures. "Processes" refers to activities or events which constitute the program or promote attainment of the objectives - in other words, the instructional process or the specifics of an operation such as management. Examples include lessons, budget preparation, counseling.

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*This presentation was made as a part of a symposium, "The Development of an Evaluation Model for a Public School System and Applications at Different Levels," presented at the American Educational Research Association (AERA) Annual Meeting in Los Angeles, California, April 15, 1981.

EA 014 045

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Outcomes comprise the third and final piece of evaluation information. "Outcomes" refers to much more than student outcomes; for example: they might include budget documents, wear and tear on equipment, and reports.

Inputs, processes and outcomes of a program can be further classified either as intended or observed, depending upon a given point in time. "Intents" refers to the expectations of a program; this is the "before" point in time. The intents of a program indicate the kinds of inputs one expects, the kinds of process one expects, or the kinds of outcomes one expects. When the expectations of a program have been identified and delineated according to the requirements of the model, a program plan has been established. The program plan identifies the resources and materials (inputs), events and experiences (processes), which are planned in order to achieve the outcomes for which the program was established. The model emphasizes the need for planning in the evaluation process.

The initial preparation of a program plan requires a certain degree of supposition, especially if the program being evaluated is a new one. The evaluator, together with the program planners, must judge the relationships of the inputs to the processes and processes to the outcomes. That is, given the inputs for the implementation of a program and with or without empirical data, what processes and outcomes can reasonably be expected to occur? The determination of these relationships requires a process referred to as logical agreement. In addition to the program plan, the model considers information which can be observed and recorded. We call this "after" point in time, "program implementation." What were the inputs, what were the processes, what were the outcomes?

The model accommodates several kinds of analyses as a result of the data gathering process. There are two principle ways of processing or analyzing

the information concerning inputs, products, or observations. The first analysis seeks to determine the degree to which what was intended actually happened. We call this process "monitoring." Monitoring involves the three areas of: (1) Inputs, (2) Processes, (3) Outcomes. Analysis of the monitoring data can result in agreement or discrepancy. If what was intended did indeed happen, there is agreement; if not a discrepancy exists. The second analysis involves determining the degree to which, based upon collected evidence, observed inputs affected observed process, and observed process affected observed outcomes. Was there something about the inputs that affected the experiences provided? Was there a certain set of experiences which affected the results? These analyses are referred to as "performance agreement." Statistical procedures are often used in the determination of performance agreement but are not required. The application of the model provides for both ongoing evaluation which serves to improve the program (formative) and final evaluation of a program in order to determine its worth after it has been completed (summative).

Finally, the model turns our attention to decision-making, which is the key term in the PMI definition of evaluation. There are a multiplicity of decisions which can and should be made. Decisions to revise, continue or terminate a program or operation can result from the systematic process of data collection and analyses which the model requires.

In summary, the model:

1. outlines a blueprint of plans for action
2. is objective based
3. requires that programs be planned for in an organized manner
4. permits data analysis without statistical expertise

5. requires the monitoring of a program as it is in operation

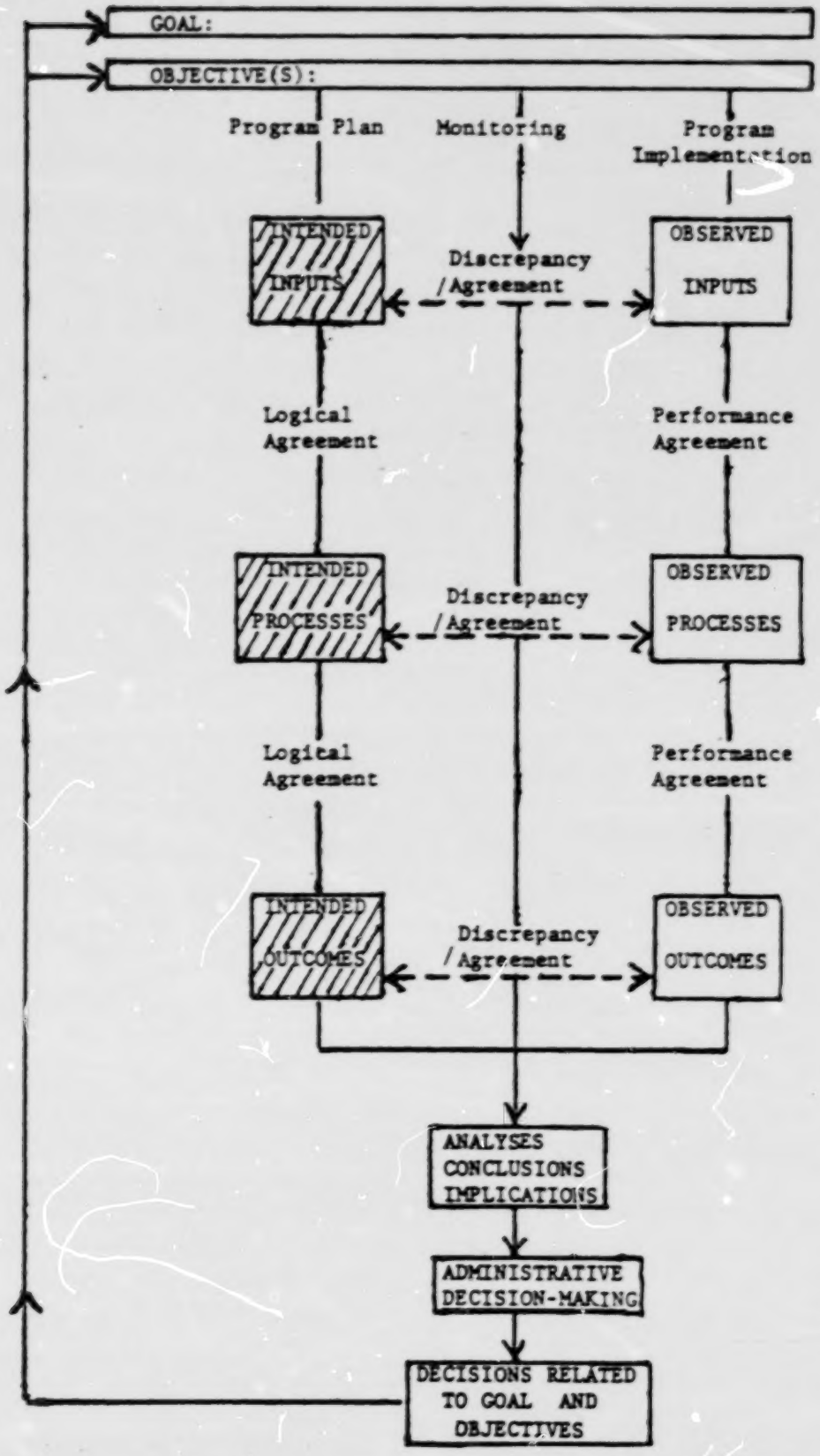
6. facilitates the interpretation of results

7. permits both experimental and non-experimental research design

8. facilitates the decision making process of practitioners.

APPENDIX A

EVALUATION MODEL SCHEMATIC



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